

Tuskegee Institute 1915

Comments, etc.,

Booker T. Washington Tells Of Tuskegee's Great Growth

7/15/15
Declaring the negro was too closely connected with the development of the south ever to be considered apart from its economic and social plan, Dr. Booker T. Washington and Dr. John E. White, speaking in the Baptist Tabernacle Sunday afternoon, asked that the adjustment of the two races be speedily worked out.

The meeting, which was largely attended and was arranged by the Evangelical Ministers' union for the observance of "Americanization day," Dr. C. B. Wilmer, rector of St. Luke's Episcopal church, presided. The Tuskegee quintet rendered an excellent program.

"In building Tuskegee institute," said Dr. Washington, "it has been the aim of those in charge to brush aside all artificialities and get down to the bed rock in studying the conditions and needs of the negro. It was immediately apparent that the negroes were exceedingly anxious for their children to learn, but we were met with the stubborn idea that once their children had learned to read, write and cipher they would have to work with their hands no longer.

"We have been implanting in the minds and hearts of the race that they must be educated to work and not to be worked. The negroes have been worked for 2,500 years. As soon as they learn to work, this means their civilization. He must become a man with a place in the south by becoming a good craftsman or farmer.

"To train the students in lines that would mean something to the people of their section has been the underlying consideration in organizing every department of the school. This can be exemplified in the commencement exercises which have been in vogue there for several years. One year one of the girl graduates cooked a model dinner upon the platform and explained it in detail to the audience. On another occasion an agricultural student talked on the growing of turnips, told of his unusual success, and exhibited the turnips.

"The southern negro understands the southern white man better than any person on the earth. We are going to live with them in peace and prosperity. Because the bad acts of bad negroes are always published and so little of the good accomplishments of their leaders are told, we sometimes become discouraged. If the perplexing and superficial details of our relationship with the white people can be overlooked, the problem of adjustment will not loom so large. A little encouragement at the right time will raise even a bad man and to a high level of usefulness and respect."

In reviewing the growth of Tuskegee institute from a shanty and a hen house in 1881 to its present proportions, Dr. Washington stated that there is now a plant of 100 buildings, attended by 1,500 students and managed by 200 teachers. It has its own lighting plant, waterworks and telephone exchange.

Colonization Talk Ended.

Dr. John E. White, in his address, pointed out the arguments voiced in the newspapers for the exportation or

excitement, the proud graduating class were all in evidence, in some measure just as one would see them at commencements of other American schools of similar magnitude. But even if one had not been keenly observant as he went about the grounds and noted that on every hand theory walks hand in hand with practice, that fact was brought sharply to his attention the moment he entered the Chapel where the exercises were held; and no one could fail to see that the commencement exercises proper were markedly different from the ones held in so large a measure by most of the schools of the country.

Hitching Education to Life.

At commencement one usually listens to graduate speakers who discuss everything save the problems which touch their own lives and that of their neighbors; but there was not a single speaker on the program today who did not address himself to questions which bore upon the lives of the great host of colored people present; and what was more, each of the eight speakers, save one, illustrated on the platform the things he was discussing; and the one exception, the valedictorian, was designedly set apart to sketch the meaning of all the useful arts discussed by his classmates and to interpret its bearing upon all phases of life in the new South. So that the program was well-rounded—exhibiting the large proportion of those who work with their hands and the small but important proportion of those who must interpret—who must speak for the larger number just mentioned.

And there was not less significance in the fact that of the eight graduate speeches, six of them were devoted to the improvement of the Negro's home—one of many proofs that Tuskegee labors always to make her work fundamental, far-reaching and of immediate benefit to the race to which her efforts are dedicated.

The Tuskegee Idea.

Twenty years ago, Tuskegee adopted the practice of having her graduate speakers talk on commencement day for the work of life. I know, and do of their trades and future occupations instead of purely abstract subjects; and each speaker was required to go before the audience and show that he knew what he was talking about by taking his tools and materials and finishing a useful "job," then and there, in the presence and hearing of the people.

Without paying any attention to the commencement customs of other schools, Tuskegee has for two decades followed her own idea of teaching her graduates to be "doers of the word" through all the years of their study in the school and by the last impressing exercise of each commencement day.

And not least of the values of this practice is the lesson given to the great hosts of colored people of all ages who attend the Commencement exercises. There are always more than 5,000 visitors here on such days. Today there were almost 8,000 persons present. Seeing a great school like this, this openly take the position that the handwork out of which men earn their bread is of equal value with abstract thinking and that the two should have representation in the formal school closing programs, these colored people are doing millions of dollars worth of damage to stock. Jerry Dillard explained how ticks should be taken off the animals, and what is more, he took them off. Next, it was shown by Frank King how bookkeeping should be used in the keeping of

home and business accounts, particularly the former. His was the last of the demonstrations which were designed to make the audience see that the education being received here is education that can be used every day in the home and the usual avenues of daily life.

Prophet—Seer—Interpreter.

The Valedictorian, Andrew Belcher, might properly be called the prophet, the seer, and interpreter. He spoke in terms of the whole people. He was trying to visualize the life of the South—of black people, of white people—as it must needs become and as it most certainly will by the spread of industrial education through this section. Having seen the problems of home and daily life presented and solved in material ways, the audience was in the mood to listen to a speech which appealed to the mind alone. And Belcher gave the vision of progress, of peace and good will which the new order is to bring in the newer South. It was a splendid message splendidly delivered. And yet Belcher, who did no work with his hands before the audience is a skilled craftsman and can do as well as talk.

The address of Bishop R. S. Williams of the C. M. E. Church was full of help, of hope and encouragement. Among many other striking things, he said, speaking upon the subject, "The Divinity of Work:"

"On my first visit to Tuskegee, I was astounded at the magnitude of the work of this institution. Impressed by what I saw and observed during my few days' visit abide me still. How methodical and precise the regulation. What uniform politeness and serious application to the duties of the hour. I said to my friend, how fortunate are the young men and women who enjoy the distinguished privilege of being trained at Tuskegee. How wonderfully blest and highly favored are the young people who from here get their inspiration and visit for the work of life. I know, and do not hesitate to say, the hope and final redemption of our race are to be found along the lines of the teachings and tenets of this institution. The Tuskegee Idea must and will prevail.

"As a tree is known by its fruit so is an institution known by its fruit—that is by the character and efficiency of the students sent out as workers in the ever-widening fields of activities. It is interesting and most encouraging to read accounts of the work of the men and women in all sections of this broad country, who have gone out from Tuskegee. I like the way they go into rural communities, which they sometimes find coarse and vulgar. But they go in, and go right to work, and in the course of a short while note the transformation in that community."

No Work Beneath You.

"Do not regard any kind of needed work as beneath you, or unworthy of you. Whatever your hands find to do, do it with your might.

"Let me admonish you to consider well the demands upon you. More is expected of you than of those who have not had your opportunities. As you go out from this institution, rededicate yourselves to the service of God, your Maker, and man, your brother. A thousand opportunities are opening up before you, and ten thousand more will open as you advance with conscious strength and

equipment to seize upon them. Remember, men who can do things and will, always have more than they can do, in responding to the demands made upon them. Let the young men and women who stand before me now, the class going out from Tuskegee in 1915, get a vision of the mighty magnitude of the work before you. Concentrate all your energies, conserve your mental and physical forces, and make yourselves efficient in whatever work you start out to do. Always remember work is ordained of God, and you are ordained to do it.

"There are three great and unrelenting tests of all wise work—that it must be honest, useful and cheerful. There are three great characteristics of all effective work—that it must be distinguished by modesty, faithfulness and love. The climax of my purpose in this address will be achieved if it leads any of you to understand that in the supreme realm of which we are citizens, only character counts, and that character—that most real and unwasting possession of the truly great soul—comes only through labor. Labor of hand and labor of soul, and eventuates into the mightiest thing in the universe, that thing which moth and rust cannot corrupt nor death with the tooth of its savage chemistry impair.

What is of tremendous importance is that these young people who receive these lessons of always linking practical things with theory come from practically all parts of the world where colored people live; and they are teaching them to their race everywhere—teaching nothing but the real meaning of the much-used but poorly-understood term, education.

Today, students, representing graduates and postgraduates, and holding certificates from more than forty trades and industries go out into all parts of the land to preach the Tuskegee gospel of useful hand, thoughtful mind and gentle heart; and the 8,000 persons present will go their way to tell in their own communities the story of what they saw of education which means "do" as well as say.

Ambassador From South.

As is customary during commencement week, there was a speaker of the white race to interpret the interest and good will of the best citizens of that race in the South to the colored people of the land. This year the South's "ambassador" or spokesman was the Rt. Rev. Theodore D. Bratton, Bishop of the Episcopal Church for the State of Mississippi, who preached the commencement sermon, Sunday, May 23.

The outstanding feature of Bishop Bratton's remarks was his special admonition to the senior class. He said: Now may I say to the class; First of all, my dear friends, my brethren in God, I have poured out my soul to you this afternoon in the thoughts that I have thought to be applicable to you, and useful for your future life. I say, I have literally poured out my soul to you in what I have said, and I want to address myself to you this time, to forget that there is anybody else in the house. You know, commencement time is always the very time I look back on my own commencement day. I look back on my college life through you this afternoon. I can recall the conflicting emotions in my heart and soul. I imagine that you are looking out at this very moment with very

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Real Meaning of Education Is
Being Taught to Whole
Race

Special to The Advertiser.

TUSKEGEE INSTITUTE, May 27.—

In one way the commencement exercises here today were like those held in hundreds of schools all over the land; but in a very remarkable way they were entirely different.

The crowds, the hosts of parents, happy undergraduates, the bustle and

much the same thought in your heart. You are thinking of the room in which you have been dwelling for these two, four, six or ten years. You are thinking, doubtless, of the faculty headed by him who many of us have come to look upon as the great man of his race, not that he has not some splendid peers in many ways. We look upon him as the great man of a great race in the morning of its life, Moses in many ways. I would pay him this beautiful tribute in this presence this afternoon.

I warn you that after you leave here everything will not be as easy as it is or may seem to be on graduation day, but obstacles lend zest to the fight. There would not be any great pleasure in living unless there was something to climb.

Brethren, your life as I have tried to tell you this afternoon is in your hands. The character that you have builded here is the only capital you have got that is enduring. It is the only capital that you will ever have that you can bank upon. Your life, I said, is in your own hands. That is true, but thank God, there is something else true; your life is in God's hands, and you have a partnership for the future that if you will be true to your side of it, nothing, absolutely nothing, can overcome. God and you are partners in the holiest, divinest, sweetest task of life in making good after God's fashion. Justify all that your alma mater has done for you. *

Teaching Ministers To Study

That it is the ministers duty to study his own community and to preach to his flock about the bettering of life all around them, as well as to teach them of spiritual duties was really the message of the graduating exercises of the Phelps Hall Training School, Monday night, May 24. There were two graduates.

Isaac S. M. Williams, of Lagos Gold Coast Africa, presented a carefully made statistical study of "Rural Conditions Within Five Miles of Tuskegee Institute." The influence of the Institute was noted, work still to be done pointed out, and general observations on rural betterment made—the whole indicating that speaker was really prepared to map out elsewhere a constructive program of work for his people which should engage a minister's attention.

John W. Sherrod, of Stello, Mississippi, gave next a very interesting stereopticon exhibition of "Interesting Places and People Within Five Miles of Tuskegee Institute." Its message was that the pastor must recognize the things of interest near him and be able to point it out to the people.

The Bible School has seldom had so thoughtful and helpful an Annual Address as was delivered to them by Rev. S. N. Vass D. D., Field Superintendent of the American Baptist Publication Society of Raleigh, N. C. Dr. Vass' message had largely to do with indicating courses of duty for the educated colored minister.

Common Sense Oratory.

Trinity Church Prize contest night always brings out powerful oratory; but the oratory is neither about "the ethereal blue" nor subjects which will never touch the student's lives; but on the other hand they are subjects of the day—of the home—which touch the problems of conditions here and now present. Tuesday night, May 25,

the following subjects were discussed by Seniors and Middlers as follows: Diversified Farming the Hope of the South—Samuel Glenn Hunter, Senior Class, Opelika, Ala.; The South Discovered—Bates Bruce Snow, Middle Class, Dalton, Mo.; Exalting the Pig—Frank Elmore Wesley, Senior Class, Palestine, Tex.; Diversified Farming the Hope of the South—Charles Harvey Bryant, Allen, La. The first prize of \$25 was won by Charles Henry Bryant, of Natchitoches La., whose subject was "Diversified Farming the Hope of the South," and the second prize of \$15 went to Tommie Verdella Gauntt of Tallassee, Alabama, whose subject was "The Rural Supervisor in Action."

The judges, always white citizens of the town of Tuskegee, were: Mr. W. C. Hurt and Mr. Peter Preer, merchants and business men of the town of Tuskegee and Dr. S. N. Vass, of Raleigh, N. C.

An Inspiring Sigh.

To understand the effect of the great procession which marches to the Chapel on Commencement Day, one must mingle with the crowd of visitors and hear their comments. Beginning on the drill ground, every year, the procession headed by the Institute Band—a magnificent organization—and composed by the Institute Battalion, the young women of the school in uniform, the speakers and trustees, officers and teachers, graduating class, post-graduating class, Bible School graduates, Nurses class in uniform, graduates of the school and post-graduates march to the chapel. When the band and young men reach that place, the latter form a line on each side of the road; and while they stand with uncovered heads the long line lead by the girls, passes between them. Over and over it has been remarked that this is the greatest pageant of negroes to be seen anywhere in America.

Washington's Address.

Today, when Principal Booker T. Washington presented the diplomas, he said in part, as follows: "Success in life is founded upon attention to the small things rather than to the large things; to the everyday things nearest to us rather than to the things that are remote and uncommon. In these days we hear a good deal about persons doing their duty. Every one, I presume, is entitled to some degree of credit for doing his duty, but I confess that I never have much respect for the man who is content with merely doing his duty. The person who gets ahead and impresses people to whom in so large a measure education has meant book-training and nothing but book-training go away from the school with a new understanding of the meaning of education. It is impossible to estimate the influence that this practice has had upon the colored people of the whole country during the past twenty years.

Peculiar Tuskegee Program.

This year's Commencement program was typical of those put before audiences through the past two decades, began at 10 o'clock Thursday morning and was as follows: Morning session—Music—Orchestra; Melody—Choir; Prayer; Salutatory: Serving a Breakfast (illustrated, Ad-

How to Wire House.

James William Lucas showed next how to wire a house for electricity and explained the great usefulness of this powerful servant in making home and surroundings more beautiful and comfortable. Hesper Jackson next illustrated

some common uses of electricity, particularly in the home, and gave among other things a demonstration of how this power can be used to run a sewing machine to lessen the housewife's burden.

In keeping with an old custom, the Alumni anniversary address was delivered next by J. H. Kelley, of Nashville, Tennessee, for his class—1905—whose tenth anniversary was being celebrated. It was the sober address of a man who had done ten years of work with and for his people; and the audience had an opportunity to gauge, in a measure, the work of graduates after they leave the school. When he concluded his address, he presented to the school, as the anniversary offering of the class of 1905, the sum of nearly \$100.

A recess was taken at this point for dinner.

Upon reassembling at 2 o'clock in the afternoon, the industrial exhibition, long a feature of commencement day here, was begun. Here the subjects shifted to the farm, where the himself upon the world as one worth while is the one who does his duty, then more than his duty. So I want, in parting with you today, on the eve of your graduating, to impress upon you, to carry with you at all times the determination to do your duty every hour in the day, then do the extra pence in the way of doing more than your duty. Do your duty in the field, in the kitchen, in the laundry, in the home, in the shop, in the factory; do your duty in business, in teaching, in preaching and then do more than your duty.

"The average person who is entrusted with any responsibility is content to be on time, but the only way to be on time is to be ahead of time. I want every one of you to get the reputation for not only being on time in connection with whatever duty is entrusted to you, but of being ahead of time—to get to your work before other people; to stay after others have left. You will be doing your duty then, and more than your duty.

Attitude Toward Work.

"It is not a difficult task for one to do his duty in being polite, thoughtful and kind to strong and influential people. That is all right; but I want you to practice the habit of being thoughtful, kind and polite to the weak to the ignorant and to the unfortunate; go out of your way at all times and under all circumstances to be of service to this class of people.

"In the beginning of my remarks I said that success is founded upon giving attention to the things nearest to us. In trying to put into practice the suggestions that I am making, you can find no better example than you have been in contact with right here upon our school grounds during all the years that you have been students here. The question is often asked, how this great institution has been built up and sustained. It has been built up and is being sustained very largely because we have had, right on the grounds as teachers and workers in various capacities, individuals who have put into practice the ideas that I am suggesting to you today. The Tuskegee Institute never could have been built up to its present point of usefulness and influence except that we have had teachers who every day in the year have been willing to do their duty and more than their duty. The thought that is constantly with

them has been, not how little can I do, but how much. They have not been content with doing their duty, but have done more than their duty. Follow their example and you will succeed in being useful, happy citizens."

Prominent Visitors.

Some idea of the abounding good will of the people of Alabama is found in the fact that each year finds large crowds of prominent white visitors from surrounding villages and the larger cities of the State. This year, in addition to other visitors, the Automobile Club and the Chamber of Commerce of Montgomery, Ala., came in a body to the school.

There were more than one hundred of these important business and professional men, with their families, and it was probably the first time in the history of the South that two such important white organizations have paid honor to a negro institution by attending the commencement exercises in a body. The members of the Automobile Club and the Chamber of Commerce were met by officers of the school. A special building was set aside for their reception and entertainment. Luncheon was served in Dorothy Hall to these visitors.

A large party of colored visitors also came to the school from Montgomery under the leadership of Victor H. Tullane, a trustee of the school, and cashier of the Colored Bank, located at Montgomery, on a special train. Thorough-going arrangements for their reception and entertainment also had been made.

A special train was also run from Opelika and included in the party of visitors were some seventy-five prominent white citizens and one hundred or more colored citizens of the town.

Texas Grants Permanent Teachers' Certificates

To Graduates of Tuskegee Institute

By a recent action of the State Department of Education of Texas, graduates of the Tuskegee Normal and Industrial Institute who are citizens of Texas may receive permanent teachers' certificates in that State.

This decision of the State Department of Education applies to graduates of the Tuskegee Normal and Industrial Institute for the year 1908 and subsequent to that date.

Those persons who are at present citizens of Texas may receive a permanent State certificate by making proper application to the State Department of Education at Austin.

There are now altogether something over 100 graduates of Tuskegee Institute who will have the opportunity of taking advantage of this decision.

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die May Simpson, Waycross, Ga.; Car-
pentry for the Home (illustrated),
Lewis Warren Driver, Troy, Ala.; Mod-
ern Home Laundering (illustrated),
Antonio Brandi, Cayez, Porto Rico;
Music—Choir; Wiring for Electricity
in the Home (illustrated), James Wil-
liam Lucas, Fitzgerald, Ga.; Common
Uses of Electricity in the Home (il-
lustrated), Hesper Argyle Jackson, De-
troit, Mich.; Music: Spring's in the
Air—Boys' Chorus; Alumni Anniver-
sary Address—J. H. Kelly, Class of
1905, Nashville, Tenn.; Melody—Choir.

Afternoon Session: Music—Orchestra;
Music: "Anvil Chorus"—Choir; Indus-
trial Exhibition: The Eradication of

the Cattle Tick in the South (illustrat-
ed), Jerry Dillard Jarmon, Leighton,
Ala.; Everyday Bookkeeping (illustrat-
ed), Frank King, Denver, Colo.; Music
—Girls Chorus, "A Perfect Day," Val-
edictory: Industrial Education and the
New South, Andrew Belcher, Center-
ville, Ala.; Commencement Address—
Rt. Rev. R. S. Williams, Bishop of the
C. M. E. Church, Augusta, Georgia;
Awarding of diplomas, certificates and
prizes; Music—Auld Lang Syne.

Spirit of Speakers.

The spirit in which the speakers
went before the audience might be
properly summed up in the words: "I
can advise because I can do."

When the Salutatorian went before
the audience, one saw a very neat
girl, Addie May Simpson, who ad-
dressed herself with simple earnest-
ness to the delivery of the usual salu-
tations. So far, she might have been
any one of the hundreds of saluta-
torians who are welcoming audiences
at this season. But when she turned
from this to a description of how she
could serve a home breakfast out of
foods grown right in her own com-
munity, and actually prepared and
served the meal, she was no longer a
school girl talking beautiful things
only, but she became the potential
wife, the homemaker, the preserver of
health, the promoter of racial effi-
ciency; and she was speaking the lan-
guage which every one could under-
stand; and—if she had searched for
years, she would have found no sub-
ject which would have shown off her
intellectual powers to better advan-
tage; for she was talking about, sug-
gesting and making her audience
dream of home—the most beautiful of
all dreams.

The next speaker and demonstra-
tor—Lewis Warren Driver—showed
the useful application of carpentry to
the home. He took a barrel and out
of it built a tub; and he made the
audience see how many of the articles
needed at home can be made by hand
with just a simple knowledge of the
rudiments of this very useful trade.

And then from one of the islands of
the sea—Porto Rico—there came,
through one of her daughters, Antonio
Brandi, another message for the home
—a message as to how some of the
burdens of wash-day and ironing-day
may be lightened. The young woman
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ods of doing the work and then
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James William Lucas showed next
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it most certainly will by the spread
of industrial education through this
section. Having seen the problems of
home and daily life presented and
solved in material ways, the audience
was in the mood to listen to a speech
which appealed to the mind alone.
And Belcher gave the vision of prog-
ress, of peace and good will which the
new order is to bring in the newer
South. It was a splendid message
splendidly delivered. And yet Belcher,
who did no work with his hands be-
fore the audience is a skilled crafts-
man and can do as well as talk.

The address of Bishop R. S. Wil-
liams of the C. M. E. Church was
full of help, of hope and encourage-
ment. Among many other striking
things, he said, speaking upon the
subject, "The Divinity of Work:"

"On my first visit to Tuskegee, I
was astounded at the magnitude of
the work of this institution. Impres-
sions of what I saw and observed dur-
ing my few days' visit abide me still.
How methodical and precise the regu-
lation. What uniform politeness and
serious application to the duties of
the hour. I said to my friend, how
fortunate are the young men and wo-
men who enjoy the distinguished privi-
lege of being trained at Tuskegee.
How wonderfully blest and highly fa-
vored are the young people who from
here get their inspiration and visit
for the work of life. I know, and do
not hesitate to say, the hope and final
redemption of our race are to be found
along the lines of the teachings and
benefits of this institution. The Tus-
kegee Idea must and will prevail.

"As a tree is known by its fruit so
is an institution known by its fruit—
that is by the character and efficiency
of the students sent out as workers in
the ever-widening fields of activities.
It is interesting and most encourag-
ing to read accounts of the work of
the men and women in all sections of
this broad country, who have gone
out from Tuskegee. I like the way
they go into rural communities, which
they sometimes find coarse and vul-
gar. But they go in, and go right

down to work, and in the course of a
short while note the transformation
in that community."

No Work Beneath You.

"Do not regard any kind of needed
work as beneath you, or unworthy of
you. Whatever your hands find to do,
do it with your might.

"Let me admonish you to consider
well the demands upon you. More is
expected of you than of those who
have not had your opportunities. As
you go out from this institution, re-
dedicate yourselves to the service of
God, your Maker, and man, your
brother. A thousand opportunities
are opening up before you, and ten
thousand more will open as you ad-
vance with conscious strength and
equipment to seize upon them. Re-
member, men who can do things and
will, always have more than they can
do, in responding to the demands made
upon them. Let the young men and
women who stand before me now, the
class going out from Tuskegee in 1915,
get a vision of the mighty magnitude
of the work before you. Concentrate
all your energies, conserve your men-
tal and physical forces, and make
yourselves efficient in whatever work
you start out to do. Always remem-
ber work is ordained of God, and you
are ordained to do it.

"There are three great and unre-
lenting tests of all wise work—that it
must be honest, useful and cheerful.
There are three great characteristics
of all effective work—that it must be
distinguished by modesty, faithfulness
and love. The climax of my purpose
in this address will be achieved if it
leads any of you to understand that in
the supreme realm of which we are
citizens, only character counts, and
that character—that most real and
unwasting possession of the truly
great soul—comes only through labor,
labor of hand and labor of soul, and
eventuates into the mightiest thing in
the universe, that thing which moth
and rust cannot corrupt nor death
with the tooth of its savage chemistry
impair.

What is of tremendous importance is
that these young people who receive
these lessons of always linking prac-
tice with theory came from practically
all parts of the world where colored
people live; and they are teaching them
to their race everywhere—teaching ne-
groes the real meaning of the much-
used but poorly-understood term, ed-
ucation.

Today, students, representing grad-
uates and postgraduates, and holding
certificates from more than forty
trades and industries go out into all
parts of the land to preach the Tus-
kegee gospel of useful hand, thought-
ful mind and gentle heart; and the
8,000 persons present will go their way
to tell in their own communities the
story of what they saw of education
which means "do" as well as say.

Ambassador From South.

As is customary during commence-
ment week, there was a speaker of
the white race to interpret the interest
and good will of the best citizens of
that race in the South to the colored
people of the land. This year the
South's "ambassador" or spokesman
was the Rt. Rev. Theodore D. Bratton,
Bishop of the Episcopal Church for the
State of Mississippi, who preached the
commencement sermon, Sunday, May
23.

The outstanding feature of Bishop
Bratton's remarks was his special ad-
monition to the senior class. He said:

Now may I say to the class; First of all, my dear friends, my brethren in God, I have poured out my soul to you this afternoon in the thoughts that I have thought to be applicable to you and useful for your future life. I say, I have literally poured out my soul to you in what I have said, and I want to address myself to you this time, to forget that there is anybody else in the house. You know, commencement time is always the very time I look back on my own commencement day. I look back on my college life through you this afternoon. I can recall the conflicting emotions in my heart and soul. I imagine that you are looking out at this very moment with very much the same thought in your heart. You are thinking of the room in which you have been dwelling for these two, four, six or ten years. You are thinking, doubtless, of the faculty headed by him who many of us have come to look upon as the great man of his race, not that he has not some splendid peers in many ways. We look upon him as the great man of a great race in the morning of its life, Moses in many ways. I would pay him this beautiful tribute in this presence this afternoon.

I warn you that after you leave here everything will not be as easy as it is or may seem to be on graduation day, but obstacles lend zest to the fight. There would not be any great pleasure in living unless there was something to climb.

Brethren, your life as I have tried to tell you this afternoon is in your hands. The character that you have builded here is the only capital you have got that is enduring. It is the only capital that you will ever have that you can bank upon. Your life, I said, is in your own hands. That is true, but thank God, there is something else true; your life is in God's hands, and you have a partnership for the future that if you will be true to your side of it, nothing, absolutely nothing, can overcome. God and you are partners in the holiest, divinest, sweetest task of life in making good after God's fashion. Justify all that your alma mater has done for you. * *

Teaching Ministers To Study

That it is the ministers duty to study his own community and to preach to his flock about the bettering of life all around them, as well as to teach them of spiritual duties was really the message of the graduating exercises of the Phelps Hall Training School, Monday night, May 24. There were two graduates.

Isaac S. M. Williams, of Lagos Gold Coast Africa, presented a carefully made statistical study of "Rural Conditions Within Five Miles of Tuskegee Institute." The influence of the Institute was noted, work still to be done pointed out, and general observations on rural betterment were made—the whole indicating that the speaker was really prepared to map out elsewhere a constructive program of work for his people which should engage a minister's attention.

John W. Sherrod, of Stello, Mississippi, gave next a very interesting stereopticon exhibition of "Interesting Places and People Within Five Miles of Tuskegee Institute." Its message was that the pastor must recognize the things of interest near him and be able to point it out to the people.

The Bible School has seldom had

so thoughtful and helpful an Annual Address as was delivered to them by Rev. S. N. Vass D. D., Field Superintendent of the American Baptist Publication Society of Raleigh, N. C. Dr. Vass' message had largely to do with indicating courses of duty for the educated colored minister.

Common Sense Oratory.

Trinity Church Prize contest night always brings out powerful oratory; but the oratory is neither about "the ethereal blue" nor subjects which will never touch the student's lives; but on the other hand they are subjects of the day—of the home—which touch the problems of conditions here and now present. Tuesday night, May 25, the following subjects were discussed by Seniors and Middlers as follows:

Diversified Farming the topic of the South—Samuel Glenn Hu Class, Opelika, Ala.; The covering the Negro—Bate A Middle Class, Dalton, the Pig—Frank Elmo Senior Class, Vernon, Supervisor in Action—Gauntt, A Middle Ala.; Diversified Farm the South—Leona Cla Senior Class, Palestine, Fied Farming the Hope —Charles Harvey Brya The first prize of \$ Charles Henry Bryant La., whose subject was Farming the Hope of the second prize of \$15 mie Verdella Gauntt of Alabama, whose subject was "Supervisor in Action."

The judges, always white citizens of the town of Tuskegee, were: Mr. W. C. Hurt and Mr. Peter Preer, merchants and business men of the town of Tuskegee and Dr. S. N. Vass, of Raleigh, N. C.

An Inspiring Sight.

To understand the effect of the great procession which marches to the Chapel on Commencement Day, one must mingle with the crowd of visitors and hear their comments. Beginning on the drill ground, every year, the procession headed by the Institute Band—a magnificent organization—and composed by the Institute Battalion, the young women of the school in uniform, the speakers and trustees, officers and teachers, graduating class, post-graduating class, Bible School graduates, Nurses class in uniform, graduates of the school and post-graduates march to the chapel. When the band and young men reach that place, the latter form a line on each side of the road; and while they stand with uncovered heads the long line lead by the girls, passes between them. Over and over it has been remarked that this is the greatest pageant of negroes to be seen anywhere in America.

Washington's Address.

Today, when Principal Booker T. Washington presented the diplomas, he said in part, as follows:

"Success in life is founded upon attention to the small things rather than to the large things; to the everyday things nearest to us rather than to the things that are remote and uncommon.

"In these days we hear a good deal about persons doing their duty. Every one, I presume, is entitled to some degree of credit for doing his duty, but I confess that I never have much

respect for the man who is content attending the commencement exercises in a body. The members of the Automobile Club and the Chamber of Commerce were met by officers of the school. A special building was set aside for their reception and entertainment. Luncheon was served in Dorothy Hall to these visitors. A large party of colored visitors also came to the school from Montgomery under the leadership of Victor H. Tullane, a trustee of the school, and cashier of the Colored Bank, located at Montgomery, on a special train. Thorough-going arrangements for their reception and entertainment also had been made.

A special train was also run from Opelika and included in the party of visitors were some seventy-five prominent white citizens and one hundred or more colored citizens of the town. "The average person who is entrusted with any responsibility is content to be on time, but the only way to be on time is to be ahead of time. I want every one of you to get the reputation for not only being on time in connection with whatever duty is entrusted to you, but of being ahead of time—to get to your work before other people; to stay after others have left. You will be doing your duty then, and more than your duty.

Attitude Toward Work.

"It is not a difficult task for one to do his duty in being polite, thoughtful and kind to strong and influential people. That is all right; but I want you to practice the habit of being thoughtful, kind and polite to the weak to the ignorant and to the unfortunate; go out of your way at all times and under all circumstances to be of service to this class of people.

"In the beginning of my remarks I said that success is founded upon giving attention to the things nearest to us. In trying to put into practice the suggestions that I am making, you can find no better example than you have been in contact with right here upon our school grounds during all the years that you have been students here. The question is often asked, how this great institution has been built up and sustained. It has been built up and is being sustained very largely because we have had, right on the grounds as teachers and workers in various capacities, individuals who have put into practice the ideas that I am suggesting to you today. The Tuskegee Institute never could have been built up to its present point of usefulness and influence except that we have had teachers who every day in the year have been willing to do their duty and more than their duty. The thought that is constantly with them has been, not how little can I do, but how much. They have not been content with doing their duty, but have done more than their duty. Follow their example and you will succeed in being useful, happy citizens."

Prominent Visitors.

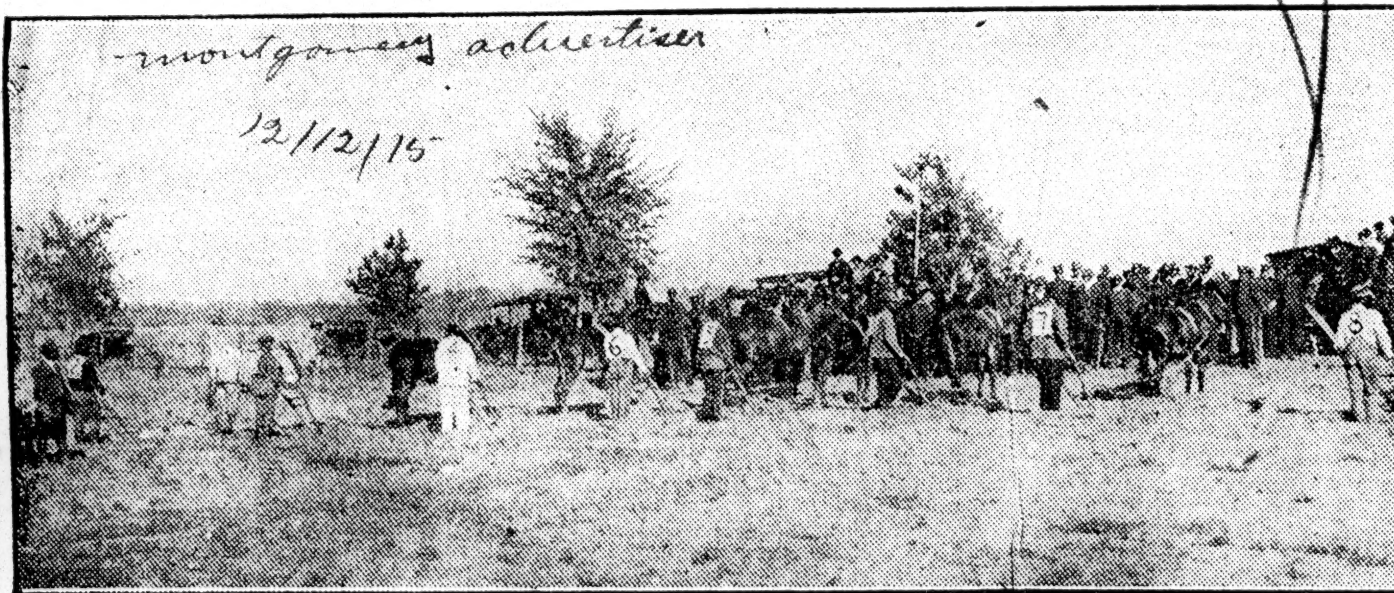
Some idea of the abounding good will of the people of Alabama is found in the fact that each year finds large crowds of prominent white visitors from surrounding villages and the larger cities of the State. This year, in addition to other visitors, the Automobile Club and the Chamber of Commerce of Montgomery, Ala., came in a body to the school.

There were more than one hundred of these important business and professional men, with their families, and it was probably the first time in the history of the South that two such important white organizations have paid honor to a negro institution by

Tuskegee Institute, 1915

Comments, etc.

Tuskegee Institute Plowing Contest Is New Way of Teaching Agriculture And Makes Plain Plowing Attractive



Awarding Prizes to Winners in Plowing Contest.

WHAT THE TUSKEGEE INSTITUTE IS DOING TO UPLIFT THE NEGRO RACE

By MRS. J. B. REID

Birmingham 8/11/15
Much has been said of what Booker T. Washington is doing for the negro. So much has been said that was good of his influence, and so much that was bad, that we have hesitated between the right and the wrong of it.

We have sometimes come in contact with our domestic service with an element of arrogance, impudence and ignorance who claim tutorage, even to have graduated at "Booker Washington's school." These have prejudiced us against an attempt to educate the negro. Again, we have members of the race living among us giving good, intelligent, unpretentious service, striving quietly for right, and working capably in their line of industry.

The ignorant and "airy" have had their influence and the school has received more criticism for the trifling than praise for the good. This is because we do not know, have not actually seen what is being done for the negro, with Alabama as the working center.

A week ago I left Birmingham for Tuskegee, reaching there the afternoon of the same day. Arriving at the depot at about 2 o'clock, I was driven through the quaint little town, with its huge shade trees and colonial homes, to the Tuskegee Normal Institute.

The entrance to the grounds proper was designated by the curving lines of "Lincoln gate." We have realized that Lincoln to the negro meant freedom, but that gateway leads to service, work of the best kind for the negroes today. He is only free there to catch the spirit of training, building himself to usefulness.

From the moment I entered the grounds I saw the result of a wonderful industry—a small city layed off in streets, with parks, blooming plants and gravelled driveways. The center, the school plant and its workshops, with a circular border of well kept homes, the homes of the teachers. At a distance a beautiful view of growing fields and meadows with stock grazing leisurely along. Amazed does not express my impression at first, and astonishment never ceased in my rounds. All of the route from Montgomery along the way I had noticed the same old plantation shanty, the wash pot and the half fed dog; I could never have imagined such a transformation from existence to comfort, from idleness to work, could have taken place within a few miles of one to the other.

The story reads like a fable. In 1881, years ago, there was a political campaign on in Macon county. The negro had a voice in the elections. As a reward for political service a promise was

filled to the leader of the negro voters "that a good teacher would be furnished the negroes of Tuskegee." Booker T. Washington was the fulfillment of that promise—a political product that has worked well. He had been educated at Hampton, Va., and came in response to the demand for a teacher—thus the negro race became in possession of a leader whose influence has been felt over the world, and whose executive ability has built a city of his own out of the barren fields in Macon county. Land was purchased at \$1 an acre; then that has since today. Gradually the school property has increased in acreage until it numbers 2300 acres now, with 1500 under cultivation. Already there are 38 handsome buildings of brick, dormitories, study halls, dining hall, a Carnegie library with a circulation of 4000 books, a hospital recently built and equipped at the cost of \$55,000; an electric plant at a cost of \$300,000 has just been finished. These bear the names of the philanthropists who have made them possible. All of the labor has been done by the student body of the school—even the brick are made on the premises. This is a wonderful workshop from gateway to field. It would take one a week to see the industry that is under process of creation along all these; and a book to enumerate all I thought, and half that I saw.

The entire work of shop and field is done by the student body, thus the expense of procuring the advantages offered by the school is very much reduced to the

pupil.

There is a lesson given in everything they do, and a demand that they do it well. They are taught that good work is elevating and that poor service is not wanted.

Every pupil, boy or girl, is given the opportunity of learning a trade, fitting themselves to do one thing best, though they learn many lessons in all kinds and classes of work. They are disciplined, are taught order, politeness, stimulated to study when they fail to do their best they are put in the drone class, subjected to the charge of failure, and this plan has worked well. Think of the lessons learned from the cultivation of diversified crops, all done by students—110 acres in Dooly yam potatoes, and other crops of similar acreage; the preparation of a silo for winter forage, a butcher pen, cold storage plant, furniture factory, wagons, buggies and carriages, shoe shops, laundry, bakery, printing press, creamery, a model dairy and kitchen, where every girl is forced to take cooking lessons, sewing room, plain and fancy stitches; canning and preserving; all of these were in operation at the summer school as well as through the regular term. Already 90,000 cans of preserved fruits, vegetables, jellies and fruit juices have been shelved there, and the work still goes on. Milk and butter from 90 Jersey cows; pupils are taught the care of stock, milking and dairying; nurses are trained in the hospital, both men and women. This is a human factory, turning from its work shop, out of rough material, laborers ready to meet the world's emergency in the field of progress, in the demand for skilled labor. There is no foolishness about the system—it is worth while. They are teaching them practical lessons, teaching them books, studies adapted to their vocations. There was no more of lessons on Cicero; no effort to off. It was a matter of fact business.

One thing that appealed most to me was a little cottage set off in the corner of the grounds—the center of several acres, surrounded by garden, orchard, poultry yard, barn and pig pen, a house of the humble type, just such a home-work will give to any thrifty negro; white man, who wants to live, to make a home. This is where every girl in school has to spend a week during term. She is given a small amount of cash—40 cents a day, and she has to manipulate with the others living with her during the period, having each an equal amount of change. So as to make a comfortable home for themselves, he is their real lesson in household duties with a teacher to direct. The house consists of two bed rooms, kitchen, dining room, living room, pantry, bath, front and back porches.

The furniture made by the beginners in woodwork, indicating that anybody can make some furniture without much effort, at least with so much wood around have a bed, chairs, tables and a few benches. The windows are draped with cheese cloth, cross stitched by the girls; the portieres are made from croker sacks or other rough material, dyed by pupils; settees are made the same way; rugs, home made; the students are taught here the care of beds, of closets, of woodwork, disinfecting, dish washing, cooking, setting table and all duties pertaining to housekeeping; they work the garden, gather and prepare the vegetables, care for chickens and the stock, even learn the care of garbage. Connected with the home is a flower garden and a playground. Do our mountain people, do our rural schools have such a chance in life? Why not?

I did not go there to find out what the

northern capitalists were doing to educate the negro. I had been told all of this. I knew what money would do. I went there to find out what Booker T. Washington and his wife were doing for the negro, and how the negro was making use of the opportunity.

I did not leave the grounds from the minute I drove in the Lincoln gate until I left for the depot. I ate and slept there in a home reserved by the school for white friends. I was treated with the same courtesy and attention as I have been accustomed to by the negroes all of my life, and I profited by the experience and enjoyed every minute of my time.

Booker Washington was not there, but his wife was. She has done as much for the uplift of her race as he has. He has financed, and planned and she has executed much of the details. She was born in Macon, Miss., educated at Nashville, and taught in this institution before she married.

She is a very intelligent, industrious woman, with a strong purpose, and she is working the details of this problem of the poor and helpless among her people. She hopes to see the day when every negro is trained to give the best of his sense and energy, when he is certain that work is the only way to attain a great end.

She has a handsome home and she keeps it well. She loves the south and speaks with gratitude of her friends in the north.

This training and environment will in time give to the white people of the south the competent service that was theirs in part; intelligent work is needed in every office. This is a work for the people of both races, as I saw it on my visit.

The work is extending. Mr. Julius Rosenwald of Chicago has given this opportunity. He has reserved a fund to be expended in school extension among the negroes of Alabama. This beneficence is to be distributed through Tuskegee institute upon the recommendation of its president. Already schools have been built upon the plan in 12 counties, including Macon, Russell, Lee, Chambers, Tallapoosa, Coosa, Dallas, Perry, Hale, Montgomery and Lowndes. Each county's own people must raise \$500 and Mr. Rosenwald will give an equal amount; the property is deeded to the state; the teachers paid by county school funds and the schools are planned to cover just such work as I have above described in the cottage training at Tuskegee.

Can you see anything but help to accrue—civilization, better morals, better service, less need of jails and penitentiaries? When everything is done to build a better man or woman, no matter what the color, it is social service, kindness, uplift. The negro race today has a leader who is a missionary—the best among them; if they follow his lessons as I saw them at Tuskegee, they are entering a new life, and their white friends, north and south, are glad to see them improve their character and their skill.

The negro occupies a peculiar place in the south—we who have known them all ways, who have known them in our homes, have called them "mammy and auntie," will always welcome kindness to them and theirs, and extend it in return.

Tuskegee institute is serving a kindly purpose.

GARY SYSTEM AT TUSKEGEE

JACOB BILLIKOPF TELLS OF THE REMARKABLE NEGRO SCHOOL.

A Great Influence on the Submerged Race Is Spreading Out From the Alabama Institute, the Kansas City Man Believes.

The Kansas City Star
3/24/15

A negro institution of learning, the Tuskegee Institute of Alabama, with 1,800 students, founded by Booker Washington, has been for thirty years quietly putting into practice all the ideas about education that are at the bottom of the so-called Gary and other new systems of secondary education. So it somewhat appears to Jacob Billikopf, who has just returned from a trip to the Tuskegee Institute, where he was present at a meeting of the board of trustees. The board includes Jane Addams and Julius Rosenwald of Chicago, Seth Low, former mayor of New York, and other persons prominent in the United States.

The Tuskegee system, according to Mr. Billikopf, prepares the uneducated negro to be of use to his fellow men. The institute has forty departments. Those include shoemaking, laundry work, tailoring, printing, dressmaking, etc. They are housed in 103 buildings, over 90 per cent of which were put up by the students themselves. But not only did the students put up the buildings, but they also prepared the materials, even to the point of making the brick used.

EARN THEIR BOARD BY SCHOOL WORK.

In fact, says Mr. Billikopf, this work of construction is typical of the way in which every article, every thing, which is used or consumed at Tuskegee Institute today is made there.

"The system is more adequate than anything I have ever seen," Mr. Billikopf said yesterday after his return. "Every student is supposed to pay \$10 a month for board, and the system of labor is so well worked out that every student can pay by his daily labor in providing things for the institute and getting his own education at the same time, for his board. Some of them even have something coming to them at the end of the month. I have yet to see in any other place such a close relation between books and work. In arithmetic the problems have to do with the practical jobs of the students. In English, they write essays on their work in the shops. In reading, they read 'African Slavery,' by Booker T. Washington."

RHETORICALS EVEN ARE PRACTICAL.

Mr. Billikopf was asked if this was not a reproduction of the "Gary system." He replied that the two were very much alike, but that this had been going on at Tuskegee for more than twenty years. "They have rhetorical exercises at the institute once a month, and our party was fortunate enough to be present at one of them. Instead of the expected 'Across the Alps Lies Italy,' this is what we saw. A girl gave a talk on how to

prepare a meal. And moreover, she actually prepared it before our eyes, explaining the chemical properties of it, and its physiological value. The preservation of fruit was the next oration, treated in the same way. Another orator, in overalls and with sleeves rolled up, put up the framework of a bedroom, and the girl who followed him equipped and decorated it, making the fullest use of stenciling and of raffia work. I felt that the program was an education in itself for us.

"BY THEIR WORKS—"

"Tuskegee is the nucleus of a great influence which is spreading out in the negro belt. Mr. Rosenwald is helping them to put up modern negro schools all over the South, giving a certain amount, which they must match.

"It is impossible to describe the sensation of a person who has experienced what members of the visiting party were able to see and undergo at the institute. We saw the students in their immense dining room observing a decorum that no university commons can match. We heard some of the negro men and women who have gone out of Tuskegee tell of their work, a work that is in many respects heroic in its unbending effort to uplift the race against great odds."

Mr. Billikopf said that it was a Tuskegee graduate who won the \$500 prize offered by Everybody's Magazine some time ago for the best essay on prohibition. The same man won one of the Hart Schaffner & Marx prizes on a subject of economics and also won a prize offered by the St. Louis Post-Dispatch on "What Made Missouri a Great State." "The negro had never been in Missouri.

Novel Contest Held on Thanksgiving Day Attracted Interest of Entire Student Body of School

Montgomery Advertiser
12/27/15

(BY ISAAC FISHER.)

(Special to The Advertiser.)

TUSKEGEE INSTITUTE, ALA., Dec. 11.—Who ever heard of anybody getting genuine pleasure out of plowing a mule or a horse? In particular, who ever heard of a group of young colored men and women at a school, of all boys plow a field? All of these things have been both heard of and seen at the Tuskegee Institute.

On Thanksgiving Day, there was held on the school farm a plowing contest which rivaled in interest the annual Trinity church oratorical contests of the school.

New Kind of Contest.

One year ago, the director of the institute agricultural department, George R. Bridgeforth, conducted in connection with the agricultural faculty of the school a plowing contest among some of the students of the divisions. Being the first one held, it did not attract very much attention from the school as a whole. Nevertheless, another contest was planned for this year, and being better advertised than the first one, was a decided success.

Students are familiar with such problems as the following:

"If one man working eight hours a day, can plow a field in four days, how long will it take five men, working six hours a day to plow it?"

One can almost hear the chalk traveling over the black-boards as the different students solve this problem. But in problems of this kind, students can lean on preps, can get others to help solve the question or can wait until the swifter pupils are almost through and then copy the work for their own. Not so in the problem given to the students who took part in the contest on Thanksgiving Day.

If the problem were put into words, instead of being conditional as are the problems of the arithmetic books, it would have been in the imperative mode as follows:

"First—Go hitch any mule given you; second—lay off and plow a straight furrow; and third—prepare a good seed-bed. For perfection—swiftness in 'bitching up,' you will be given thirty; for perfectly straight furrow, thirty; and for a perfectly prepared seed-bed, forty—one hundred in all."

Interest Banished Drudgery.

The plowing was lifted from drudgery by the amount of human interest put into it and by the desire of the contestants to excel.

Ten divisions of the agricultural department of the school were represented in the contest, namely, truck garden, farm, green-house, experiment station, creamery, dairy barn, orchard, horse barn, swine herd, and feed and supply. Not only were the teachers of these divisions present, but also the girls who work in each one; and these girls, with their other girl friends whom they carried to help them "root" for the boys of the several divisions, put life into the contest and gave that feminine approval and encouragement without which men seldom if ever do their best in any field of labor; and working under the eyes of these girls—there was no drudgery.

The institute's great brass band was there also, playing the while; and when the winners were announced the countryside rang with the enlivening strains of "It's a Long Way to Tipperary," and the shouts of the great crowds of students and teachers.

Judges, Prizes and Winners.

The judges were all white men: Macon county Superintendent of Education W. B. Riley, County Farm Demonstration Agent H. A. Vaughn and Professor R. U. Blassengain, of Auburn. The prizes were: First—\$7.50; second—\$1.00; and third—fifty cents.

The winners were as follows:

First prize—Odis Combs, of the truck garden; second prize—Matthew Howard of the farm; and third prize—James Nichols, also of the farm.

Acting Principal Warren Logan awarded the prizes and said that such enthusiasm as had been shown suggested that the whole school have an opportunity to witness the next race to be held, and that efforts would be made to give such privilege. Verily, the times and old methods and sentiments about farming are changing.

Each contestant had his number pinned to his back and the judges awarded the prizes by number, the winning numbers being in the following order: No. 5, No. 3, and No. 2.

The most interesting thing about the winner of the first prize, aside from his work, was the fact that he had what experienced plow-hands would call "the most cussedest old mule" in the field, a mule that tried by all the

arts known to the race to which he belongs to prevent Combs from being a winner.

Slow, unsteady, skittish, unwilling to walk in the furrow, his mulish lordship had most of the observers under the impression that Combs, at least, could not win. But Combs was master of the mule and despite all drawbacks, was first man.

Roll of Honor.

It is not difficult to arouse the enthusiasm of students when they are studying literature, science in the abstract, or art. But it is decidedly not easy to make a young person grow enthusiastic about farming; and because of this, the agricultural faculty here, by their work in helping popularize agriculture through these prizes which they give and other means equally as effective, deserve to be placed on some kind of an honor roll, if that be possible; for the last thing that the average young man or woman expects to do at school is to study agriculture, despite the broad opportunities which this industry offers to ambitious persons who are intelligent and willing to work.

The agricultural faculty is made up as follows:

George R. Bridgeforth, director; Henry H. Boger, Dr. J. H. Bias, R. C. Atkins, H. B. Benson, C. M. Abbott, T. M. Campbell, Thomas N. Cowen, N. J. Coleman, E. C. Dobbs, H. H. Harris, Wallace Hayes, C. B. Hosmer, J. J. Jones, E. M. Parrish, Nelson D. Ricks, Henry W. Seals, B. P. Thompson, G. B. Thornton, Louis J. Watkins, Frank Wesley, George D. White and Matthew Woods.

SINGERS FROM THE TUSKEGEE NORMAL AND INDUSTRIAL INSTITUTE IN ALABAMA TO CALIFORNIA AND ADJACENT TERRITORY

Tuskegee Institute, Alabama, November 2, 1915.—The group of Tuskegee Institute singers who spent practically the entire winter season in Southern California and adjacent territory during the season of 1914-1915, will return to this section during the months of December, January, February and March. They come from Tuskegee Institute in Alabama, located in the heart of the Black Belt section of the South, which was founded thirty-four years ago by Booker T. Washington, who is still its active head.

The meetings to be arranged will be in the interest of the work of the school which is largely dependent for its existence upon public and private contributions. The singers are graduates and students of the school. They sing the old-fashioned plantation melodies and Negro Folk songs. They will be accompanied again this year to the State by Charles Winter Wood, who will tell the story of the school and give dialect readings.

The tour last season was, in many respects, very successful, and now

that the full meaning of the word. Tuskegee Institute is better understood throughout this section, it is hoped that the tour may result in making many new friends for the cause of Negro education.

There were in attendance last year 1,787 students, young men and women, and thus far this year there have been enrolled nearly 1,400 students and others are arriving daily. The institution is primarily industrial and agricultural. Forty trades and industries are taught, and the practice farm, where agriculture in all its branches is taught, consists of 1,000 acres. 195 teachers and skilled workers are employed in the teaching and training of the students, and in carrying the ideas and influence of the school into the rural districts of the South.

***** FOR K

"When Mr. Lincoln proposed enfranchising the slave people told him that it would be a great mistake, that Congress would each year have to be called upon to appropriate millions of dollars to feed and clothe and care for these people who would not be capable of caring for themselves. Fifty years have passed. A few months ago, as is the annual custom, Congress appropriated about \$10,000,000 for the care of about 300,000 American Indians. There are 10,000,000 negroes in this country. Never in the half-century of their emancipation have they called on Congress for a single cent."—Booker T. Washington.